Course Syllabus

WR 130: Fundamentals of Grammar, Syntax, and Sentence Building

Instructor: Email:  
Office: Office Hours:

Class time/place: This is 1-credit hybrid course, which means that some class meeting time will be replaced with significant online, out-of-classroom components. Consequently, we will make frequent use of Canvas, our online learning platform. In our online learning community, you will access learning materials, take self-check quizzes, submit certain assignments, and interact with your classmates and with the instructor through the discussion board.


In addition to the OER Guide to Writing, in this course, we will also make use of adaptive courseware (Lumen Waymaker) and OWLs (Online Writing Labs) from Excelsior College and from Purdue University.

Course Description

WR 130 is a 1-credit course that provides students opportunities to improve their writing at the sentence level. In this course, students will learn to recognize the grammatical errors they make in their own writing, how to fix them, and strategies for avoiding them in the first place. Students will also combine sentences, select powerful verbs, and develop an understanding of grammar fundamentals.

As a hybrid course, students will use online modules, activities, and quizzes to learn vital aspects of grammar and practice sentence-building. In-person meetings will focus on student questions and applying lessons to their writing projects in other classes.

This course maintains a focus on standard grammatical correctness, but recognizes, discusses, and appreciates language differences.

Measurable Student Learning Outcomes

In this course you will complete a variety of learning activities in order to demonstrate that you are able to:

- Identify and avoid ten of the most common errors found in student writing
- Punctuate introductory elements, nonrestrictive elements, salutations/closings, and quoted material correctly
- Combine phrases and clauses in sentence-combining exercises, and punctuate them correctly
- Evaluate rhetorical choices such as the active and passive voice
- Effectively revise, edit, and proofread your own writing with attention to sentence-level correctness
- Demonstrate an understanding of language differences
Learning Resources Required:

**Hardware:** Computer with reliable internet connection; speakers/headset to listen to audio power point presentations and other course tutorials or internet clips.

**Software:** Microsoft Word processing in .doc/docx- for drafting, submitting work, and receiving feedback.

Asking Questions

Besides asking questions in class, please feel free to use the “Questions and Answers” discussion forum in our Canvas classroom for any grammar question—whether it is the topic for the week or not. You may also use this forum as a place to post a sentence you are trying to write—or just a sentence you find particularly interesting. Sometimes it can be so useful to discuss a sentence in writing!

Email

Besides using the “Questions and Answers forum,” please also feel free to email me. I will reply to course-related questions and email within 24-48 hours.

Assignments

<table>
<thead>
<tr>
<th>Task</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>20%</td>
</tr>
<tr>
<td>Canvas Discussion Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Self-check Quiz Completion</td>
<td>30%</td>
</tr>
<tr>
<td>Quiz Reflections</td>
<td>20%</td>
</tr>
<tr>
<td>Activities</td>
<td>20%</td>
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</tbody>
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Evaluation of Student Performance

WR 130 is taken P/N only. Grades will be updated regularly on Canvas. Passing is considered as 80% or higher.

Statement Regarding Students with Disabilities

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at [http://ds.oregonstate.edu](http://ds.oregonstate.edu). DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Statement Regarding Religious Accommodation

As an instructor, I am happy to provide reasonable accommodations for sincerely held religious beliefs. Please make me aware of the request as soon as possible prior to the need for the accommodation.

Expectations for Student Conduct

If you need more information on academic dishonesty, please see the Statement of Expectations for Student Conduct found by clicking on this link [http://studentlife.oregonstate.edu/studentconduct/offenses-0](http://studentlife.oregonstate.edu/studentconduct/offenses-0). You may also contact me for more information.
Student Evaluation of Teaching
The online Student Evaluation of Teaching system opens to students the Monday of
dead week and closes the Monday following the end of finals. Students will receive
notification, instructions and the link through their ONID. They may also log into the
system via Online Services. Course evaluation results are extremely important and
used to help improve courses and the learning experience of future
students. Responses are anonymous (unless a student chooses to “sign” their
comments agreeing to relinquish anonymity) and unavailable to instructors until
after grades have been posted. The results of scaled questions and signed comments
go to both the instructor and their unit head/supervisor. Anonymous (unsigned)
comments go to the instructor only.

Course Site Login Information: Information on how to login to our Canvas course
site can be found HERE.

Technical Assistance
If you experience computer difficulties, need help downloading a browser or plug-
in, assistance logging into the course, or if you experience any errors or problems
while in our online classroom, contact the OSU Help Desk for assistance. You can call
(541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer
Helpdesk online.
WR 130
Weekly Schedule of Activities, Discussions, and Quizzes

**Week 1 | Diagnostics**
- Introductions
- Diagnostic “Quiz” and Reflection
- Canvas Discussion: Grammar Autobiography

**Week 2 | Common Errors, “Correctness,” and Language Differences**
- Common Word Choice Errors Activity
- Canvas Discussion: Language Differences
- Quiz: Wrong Word Errors and Reflection (self-check)

**Week 3 | Nouns, Verbs, Adjectives, Adverbs**
- Adverbs and Adjectives Activity
- Quiz: Adverbs and Adjectives and Reflection (self-check)

**Week 4 | Pronouns, Prepositions, Conjunctions, and Interjections**
- Common Prepositions, Common Troubles Activity
- Adding Prepositional Phrases Activity
- Quiz: Pronouns and/or Prepositions and Reflection (self-check)

**Week 5 | Commas, Semicolons, and Colons**
- Punctuation Comparisons 1 Activity
- Quiz: Commas and Semicolons and Reflection (self-check)

**Week 6 | Hyphens, Dashes, Quotation Marks, and Apostrophes**
- Punctuation Comparisons 2 Activity
- Quiz: Hyphens and Dashes and Reflection (self-check)
- Quiz: Apostrophes and Reflection (self-check)

**Week 7 | Style 1—Sentence Combining, Word Choice, Clutter**
- Types of Sentences and Combining Sentences Activity
- Canvas Discussion: Word Choice and Clutter

**Week 8 | Style 2—Active and Passive Voice**
- Active and Passive Voice Movie Quotes Activity
- Quiz: Active and Passive Voice and Reflection (self-check)

**Week 9 | Open**
- Revisiting and Retaking Quizzes
- Canvas Discussion: Lingering Confusions and Where We Are

**Week 10 | Reflection**
- Final Reflection
- Canvas Discussion: Goals